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ABSTRACT

Saskatoon Catholic and Public School Board principals were asked by the College of Education, University of Saskatchewan, to provide feedback on the university's internship program, specifically, the major positive aspects to be retained and changes or revisions to be considered. Among the characteristics of the program to be retained were the program's support for interns and teachers, openness to feedback, provision of additional human resources in schools, and excellent inservice opportunities for teachers. Recommendations for changes and revisions are categorized under 15 headings, which include: recognition for schools and teachers, multiculturalism and Native studies, common essential learnings, the inservice program, relationship with pre-internship classes, evaluation, placement, withdrawal procedures. Numerous suggestions are made regarding the roles of interns, cooperating teachers, and college supervisors. A response to each recommendation from the perspective of the internship program is provided. (LL)

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Abstract

Saskatoon Catholic and Public School Board principals have written their views on the positive aspects of the internship program and have made suggestions for changes and revisions. Among those valuable characteristics of the program, which they would like retained, are its supportive nature for interns and teachers, openness to feedback, provision of additional human resources in schools, and excellent inservice opportunities for teachers. Recommendations for changes and revisions are categorized under fifteen headings, such as recognition for schools and teachers, multiculturalism and Native studies, CELs, the inservice program, relationship with pre-internship classes, evaluation, placement, withdrawal procedures, and numerous suggestions related to the roles of interns, co-operating teachers, and college supervisors. A response to each recommendation from the perspective of the internship program is provided. Hopefully, this will stimulate reflection on a wide range of ideas concerning the internship program.

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Saskatoon School Principals' Feedback on the Internship Program

Don C. Barnett

At a retreat at Emma Lake this year principals from the Saskatoon Public Board wrote some feedback on the internship program at the College of Education, University of Saskatchewan. Saskatoon Catholic School principals wrote their comments at a meeting in November.

Two questions were posed:

1. What are the major positive aspects of the internship program which should be retained?
2. What are some changes or revisions that should be considered in the program?

These thoughts on the internship program provide the basis for reflection at a time in which we are becoming more aware that some adjustments may be warranted. We have had some changes in both structure and personnel in the internship program, and it is important to respond to input provided by major players in the teaching field--teachers, principals, school directors, and the Northern Joint Field Experiences Committee, which consists of representatives from teachers, principals, the STF, SSTA, LEADS, the Department of Education, and the College of Education.

POSITIVE ASPECTS TO BE RETAINED.

Feedback indicated that the present program is a quality operation within a realistic setting which is supportive for those involved. The length of the internship (approximately 16 weeks) "should be extended" or "is adequately appropriate". It involves quality people who are active participants in the

internship process. Feedback and the inservices are positive experiences for teachers, as well as interns. The focus on trust and interpersonal relationships between interns and teachers is particularly valuable. Interns provide an extra resource in the schools which involves extra planning time for both interns and cooperating teachers. Expectations are clearly communicated, and the evaluation guide is clearly outlined. Responsibility and accountability should remain primarily with the university, although the role of the teacher in evaluation is a strength. The program offers a well-defined teaching model and serves as an excellent teacher inservice opportunity, providing resources and new ideas in the schools.

CHANGES AND REVISIONS

Although there was a wide variety of comments, no single factor dominated the feedback, suggesting that while we might adjust several minor aspects of the program, there apparently are no major weaknesses threatening the internship experience.

The feedback on changes and revisions is organized in terms of (a) describing each recommendation and (b) responding to each recommendation with possible solutions. It should be noted that, in general, each of the suggestions represented the views of a small number of principals. In many cases, only one or two. However, this does not imply that they should not receive serious study. Each suggestion has been categorized and carefully considered.

Analysis of the written comments resulted in fifteen categories:

1. Financial Assistance-Recognition for Schools and Teachers
2. Multiculturalism-and Native Studies
3. Common Essential Learnings
4. Connections Between College Classes and the School Classroom
5. Internship Inservice Program

6. College Supervisors
7. Interns
8. Cooperating Teachers
9. The Evaluation Form
10. Placement
11. Evaluation of Interns
12. Responsibilities of Interns
13. Financial Costs for Schools
14. B.Ed. (A.D.) Interns
15. Withdrawal of Poor Interns

1. Financial Assistance-Recognition for Schools and Teachers

A. Recommendation

Cooperating teachers and interns need to be paid in order to recognize and compensate. Some financial assistance should be given to interns to off-set their additional expenses for housing, babysitting, and so on. Payment to schools for their supervisory services would be desirable.

Proposed action.

Perhaps some of these ideas have merit. All that is needed is more money, which no one seems to have. Student tuition fees for internship pay less than one-half the total cost of the program. We could explore recognizing the work of cooperating teachers by offering them a certificate of appreciation or reduced credit fees to take university courses. Direct payment, would be however, a tremendous annual cost. Elsewhere, payment to cooperating teachers or schools has become an irreversible process diminishing the positive attitude of professionals helping their own profession. Selection of "master cooperating teachers" is an unnecessary process opposed by the STF in part because of the notion of the university selecting

certain teachers who have been doing an equally competent job of helping interns. Internship is part of the teacher education program for which tuition is paid and credit given.

B. Recommendation

Cooperating teachers receive very little acknowledgement for their efforts in the internship program. Some recognition reward should be available.

Proposed action.

We appreciate this point. Unfortunately, money is not available, and we have depended upon college supervisors to communicate our appreciation on behalf of the internship program. Could we ask principals to do the same (which they probably d?)? Thank-you letters are sent to all cooperating teachers. Also, last year, college supervisors gave cooperating teachers small gifts of appreciation, which were very well received. We need to do this type of thing each year.

2. Multiculturalism and Native Studies

A. Recommendation

These areas need more emphasis during internship. Interns want to know how to integrate Native content into the curriculum. There is a lack of Native interns in secondary schools.

Proposed Action.

The social studies methods courses, for those interns who take them, address integrating Native content into the curriculum through the philosophy of the conceptual approach to teaching. We need to re-emphasize this aspect to methodology courses and check that this is done in other methods courses such as reading, language arts, and so on. There has been some attempt to encourage Native students to teach in secondary schools, but the numbers remain small. Faced with this challenge, ITEP program (Indian Teacher Education Program) is proposing

a secondary teacher education route.

3. Common Essential Learnings

A. Recommendation,

The CEL's need to be built into the internship program.

Proposed action.

We need to make the identification of the CELs in lesson and unit plans a requirement. (This has been done, and specific directions for interns are written in the re-edited Internship Manual.)

4. Connections Between College Classes and the School Classroom

A. Recommendation

There needs to be better communication between college courses and what happens or does not happen in the school classroom.

Proposed action.

We have developed a pre-internship manual for some courses, but because of the current variety of programs within teacher education, some students do not acquire it. We are attempting to make the book available to more students in the various programs, and estimate that 80-90% are receiving it. We are seeing more consistency in beginning interns who know the basics of planning, CEL's, presentation skills, and so on.

B. Recommendation

Some attention needs to be given to the learning styles of interns so they can develop teaching approaches which utilize their unique and individual talents. Also, attention to the learning styles of students would help make better teachers.

Proposed action.

Learning styles are addressed to some degree in pre-internship courses on

campus. Some students write a simplified version of the Myers-Briggs personality inventory. Perhaps interns could be asked to observe and describe the learning styles of students in their classroom and develop an action plan on ways to respond to students appropriately. This is a potential topic for inservice seminars.

C. Recommendation

More emphasis is needed on methodology. A day-long session during which interns review a variety of models would be desirable. The present internship program places too much emphasis on one approach. Focus on group work, resource-based learning, environmental education, science, and math is also needed. Management of student behaviour is another area which demands more attention.

Proposed action

Up-dating of some parts of the internship manual with respect to classroom discipline is now being considered. The second inservice on classroom management could be held earlier in the term. Checklists for effective teaching in subject areas could be provided. The internship program could draw from the proposed publication by the Department of Education on models of instruction and teaching strategies. Interns could be encouraged or required to teach "special emphasis" aspects of various subjects such as computer assisted instruction, whole language in language arts, globalism and environmentalism in social studies, as well as certain subjects in special education, native education, and other subjects. As new curricula are developed, interns could be required to teach aspects of these new programs (for example, the new elementary science program, new curricula being piloted and established in social studies, and so forth). We will consider incorporating some of these ideas into the inservices.

We plan to identify the major principles for teaching each school subject in the various methods courses and to communicate these methodology principles to

the interns during the inservice sessions.

D. Recommendation

Interns should not have class assignments to do during internship.

Proposed action

You bet they should not. The rule is that college students cannot take any class during internship. It will eventually show up on their transcripts before graduation and create problems. If you hear of this kind of thing, please contact the college so we can check into it. In past years, interns have been given the choice of credit for either internship or the class they took, but not both.

E. Recommendation

The internship book is an intensive training manual. It requires interns to do much written planning, collect written information on lessons, and keep records. It can become burdensome for both the intern and the teacher.

Proposed action

We reorganized the internship manual this year and intend to incorporate other changes in it based upon feedback. We need to communicate to teachers that (a) the manual is a reference, and (b) learning its contents is the responsibility of the intern.

We are paying more attention to coordinating some classes with the internship program. This should require less actual teaching of basic information (such as lesson and unit planning and levels of questions) during the internship period. Hopefully this could eliminate some pages in the current manual. A survey to cooperating teachers and interns is being designed to provide feedback on the manual.

5. Internship Inservice Program

A. Recommendation

There needs to be more creativity in some of the inservices. It is old stuff for teachers who have had interns previously.

Proposed action

We need to develop some alternative videotapes, exercises, and activities to develop the various goals of the inservice sessions. We have made some major changes in the fourth session by including "models of instruction" and "the artistry of teaching". We need to explore the potential for experienced cooperating teachers to take a leadership role in some parts of the inservices. Also there could be a focus on a specialized need or interest area, defined by the schools or school unit for example, (CEL's and Core Curriculum, inductive teaching, new alternatives in classroom management, peer coaching, evaluation procedures, dealing with mainstream students, strategies for futurism and creativity, drug abuse, the abused or at-risk student and strategies for the multicultural or interracial classroom). Inservices need to be more participant or activity oriented, while maintaining their positive aspects. (Basically, feedback about inservices from both interns and cooperating teachers has been very positive.)

B. Recommendation

The first and third inservices are particularly valuable, whereas the second and last seem less so.

Proposed action

We need to look at these two inservices. Could they be less valuable because they are half-day sessions? Some feedback has indicated that teachers find half-day sessions are disjointed and they would rather participate in a full-day session once they have arranged for a substitute teacher. The topic of discipline during the second inservice is a high priority, and we are considering models of instruction for

the fourth inservice.

C. Recommendation

The inservices planning time could be held at the schools. Substitute teachers would still be hired for this part of the inservice.

Proposed action

This could be explored; however, a problem would be the lack of availability of a college supervisor to respond to questions that might arise. A possibility could be to have the intern and cooperating teacher work on planning in the school for a half day and attend a group inservice seminar for the rest of the day.

D. Recommendation

There are too many inservices now. Four inservices during a term are too many.

Proposed action.

We are hesitant to change something which has been as positively received as the feedback on the inservices indicates. The previous model of one session over several days was another story. Videotapes of interns' showed that those with the four inservices spread over the internship period gave superior teaching performances.

Our four inservices are equivalent to three days (2 full days and 2 half days); whereas the University of Regina program has four full days of inservice (all at the beginning of the internship period). Furthermore, we are considering extending the two half days into full days for two reasons:

(1) The feedback on the inservices continues to be very positive. Many teachers say that their participation in the internship program is by far the most significant professional inservice they have experienced.

(2) There are topics and concerns that could readily warrant the

additional time. Exposing interns and cooperating teachers to a greater variety of alternative teaching approaches, exploring the teaching of multiculturalism and Native students, and looking at a wider variety of classroom management styles are examples. Now that people are available and committed, perhaps we should seize the opportunity to provide them with more inservice which they can directly apply to their classrooms.

E. Recommendation

A staffing problem can arise in a school when there are a large cluster of interns. The inservices take a lot of people out of the school at one time.

Proposed action

This is an important point to keep in mind. We need to see that we do not overload any one school with interns. On the other hand, there are strong advantages to clustering interns for sharing and exchanging ideas and experiences. The internship program needs to remind principals to keep this recommendation in mind when accepting interns, but we hope you will accept the advantages of clustering some students within a school whenever possible.

F. Recommendation

The College needs to be aware of the school system's schedule when considering dates for the inservices. Inservices are held on the same days as staff meetings, on preparation days, and on professional development days.

Proposed action

We need to contact the school systems before setting inservice dates.

G. Recommendation

Emphasize the professional attitude aspect to teaching.

Proposed action

We will include an STF presentation on professionalism during our pre-

semester meeting with interns at the college. Professional attributes will continue to be part of the first inservice session.

H. Recommendation

Change the inservice information for experienced cooperating teachers. It is repetitive for those who have had an intern before.

Proposed action

We will introduce new information and activities in some of the inservices. We could consider dividing interns and cooperating teachers for some of the activities. We need to develop alternate but parallel materials, exercises, and videos to avoid repetition.

I. Recommendation

Interns need a finishing class on community relations, writing newsletters, report cards, and so forth.

Proposed action

This sounds good. This component should be considered for a post-internship class.

6. College Supervisors

A. Recommendation

College supervisors should provide more and closer supervision and be more visible at the schools.

Proposed action.

Time, bodies, money, and the number of interns are the biggest obstacles here. Nearly seven hundred interns are placed in schools each year. One visitation to each school occurs as a follow-up to each of the inservice sessions. Supervisors do this unless a particular problem arises. In this event, the supervisor must address the problem immediately. The schedule is heavy and once out of sequence, the

ripple effect occurs down the line. Our counterparts at the University of Regina and in other provinces do not make, in general, as many follow-up visits as we do. The program enables nine contacts--four inservices, four follow-up visits to schools and one for picking up the final evaluation forms. With the growing numbers of interns and a stagnant budget, can we even maintain the current pace?

B. Recommendation

College supervisors should be master teachers themselves.

Proposed action.

We need to continue to monitor this. The days of sending out college supervisors who have never taught in the classroom, one hopes, are over. In fact, the Department of Curriculum Studies refused to accept a supervisor assigned from another department who had no previous school teaching experience. Currently, we have an excellent balance of supervisors--about one-third are college faculty members, one-third full-time supervisors, and one-third contracted supervisors drawn from the teaching field early who have worked with interns previously in their careers.

C. Recommendation

College supervisors need to clarify the structure and objectives of the practicum. The intern and co-operating teacher need to be kept on track in a business-like atmosphere.

Proposed action.

The internship manual is being revised to better clarify some structures and objectives in the program. "Being too friendly" can be a problem because we do emphasize the importance of honest communication between the intern and co-operating teacher. Supervisors should be aware of these conflicts when they arise.

D. Recommendation

We need to promote an exchange program between teachers and College of

Education personnel. Some supervisors should be succonded from master teachers in the field.

Proposed action.

This sounds like the "teacher associate" program in Alberta. Like most good ideas, it takes money. There would be less of a problem convincing teachers to take a year and work as supervisors in the internship program than to get college personnel to go to the school system. Perhaps college supervisors could fill in as consultants or special project research co-ordinators, as well as classroom teachers, in order to open up some possibilities.

7. Interns

A. Recommendation

Interns should be matched according to their level of preparation.

Proposed action.

We need to explore backgrounds when we place interns in a school. Perhaps interns who know each other socially would communicate better and build upon one another's teaching experiences.

B. Recommendation

Interns need to understand today's students better.

Proposed action.

This area should continue to be addressed in college courses, as well as during various school observations prior to internship. Experiences could include working with or interviewing students on a variety of subjects, not limited to the school or classroom. Community observations and analysis, more guest speakers in college classes, and visits to community services, such as youth court or Cosmopolitan Industries, need to be considered in the on-campus program. Perhaps some of these things could be required during the internship period (for example student

interviews and neighbourhood awareness activities).

C. Recommendation

There should be at least two interns per school.

Proposed action.

This should be policy whenever possible. However, there could be an exception on occasion.

D. Recommendation

Interns need to spend more time with master teachers.

Proposed action.

We need to encourage principals to select excellent teachers to work with interns. Infrequently, co-operating teachers have been selected for the wrong reasons--to help a weaker teacher, on the basis of a last minute decision, or as the result of a general announcement asking for volunteers. The key to good internship is a good co-operating teacher, and the principal's role is critical in identifying the best.

E. Recommendation

Interns should spend more time in a variety of grade levels.

Proposed action.

Currently, interns remain with the same grade throughout most of the internship, but we also require them to teach other levels and subjects over time.

F. Recommendation

Interns need a finishing class on community relations, writing newsletters, report cards, and so forth.

Proposed action.

This sounds good. This component should be considered for a post-internship class.

G. Recommendation

The request that interns be given more than adequate time to prepare their units should be questioned. Teachers do not need or receive such preparation time.

Proposed action.

Preparation time has been requested because (a) interns have to cope with a lot of new things early in the internship, (b) they are not teaching full loads at this point, and (c) it is important that they begin teaching initial units which are well organized. The discretion of the co-operating teacher is important in the daily organization of time for each intern.

H. Recommendation

Give interns the opportunity to observe other teachers.

Proposed action.

This is encouraged in the latter stages of internship. We found that, when this was done early, interns experienced more difficulty in identifying with a teacher and class of students. It seems they need to get their feet solidly on the ground before visiting or working in a variety of classrooms.

I. Recommendation

There needs to be someone available to cover the class when the college supervisor meets with the intern and the teacher.

Proposed action.

If principals remind teachers and we remind college supervisors of the necessity to meet only when classes can be covered, college supervisors should be able to arrange meeting times at breaks, noon hours, and after school.

8. Co-operating Teachers

A. Recommendation

Increase the training for co-operating teachers.

Proposed action.

We will explore the potential for increasing the two half-day inservice sessions to full days.

B. Recommendation

The co-operating teachers should meet as a group to provide feedback on the program.

Proposed action.

This is a good idea, but time is a factor. Possibilities include holding an after-school meeting, surveying co-operating teachers for their assessment and input, and organizing a symposium on internship in the spring.

9. The Evaluation Form

A. Recommendation

The present evaluation form needs to be simplified. It is too long and repetitive in some instances.

Proposed action.

The evaluation form has been consistent with expectations in the program. If we make some changes within the program, we will need to adjust the evaluation form to maintain consistency. Some changes such as the removal of the numerical rating scale on the title-summary page has been piloted this current year.

10. Placement

A. Recommendation

Interns should be placed more randomly Less preference in personal matters would mean less discrimination against those without children in Saskatoon schools. Those who intern in the city have the advantage of lower costs and a greater opportunity for being hired in the city than those who have to intern in

rural areas.

Proposed Action.

Preferred placement is given if interns have children attending a city school or for medical reasons. Those without children are more mobile. In the past several years, rural areas have been doing more hiring than Saskatoon. Also, those interning in rural areas have been at an advantage in terms of accessibility of teaching jobs.

B. Recommendation

When an intern has problems, transferring the intern within the school must be avoided.

Proposed action.

The principal and all teachers involved would need to agree to any transfer within a school; otherwise, it should not be done.

C. Recommendation

Match schools or teachers with interns. Allow some choices.

Proposed action.

Large numbers make it difficult to match schools, teachers, and interns. Interns have some choice in terms of grade preference, avoid schools or teachers selecting individual interns because of easily aroused suspicions of favouritism.

D. Recommendation

If an intern is scheduled to come to a school and withdraws, the school should be notified.

Proposed action.

Hopefully, this policy is followed, but with large numbers, some errors are bound to occur. Such things should be communicated to the schools and the school board offices.

E. Recommendation

Interns should check in at the school office when they first arrive.

Proposed Action.

Unlike previous years, in which interns went to schools in September or January, we now plan to meet with them beforehand. The meeting with September interns will occur in the previous spring and, with January interns, right after classes end in December. At these meetings we can review several items including this point.

11. Evaluation of Interns

A. Recommendation

Adjust the evaluation to include the art as well as the science of teaching. More attention should be given to classroom management and keeping student records.

Proposed Action.

We intend to include a discussion on the art of teaching during the fourth inservice. We hope to add some dimensions to the issue of classroom management in inservices two and four. It might be possible to include the keeping of student records in the requirements of internship. This is done to some degree when interns plan, teach, and evaluate students as part of their unit plans.

12. Responsibilities of Interns

A. Recommendation

Clarify the rights and responsibilities of interns. They should be expected to participate in the length and breadth of the school program (for example, help in supervision and sports).

Proposed Action.

Previously we have tried to make clear that interns should not be used as substitute teachers or sole administrators of athletics activities.

Apparently this message has been taken by some interns to mean that they need not participate fully in the school program. It appears that we now need to clarify the point that interns should expand their total teaching experience as expected by the school. We will do so.

13. Financial Costs for Schools

A. Recommendation

Interns place extra burdens on the photocopying budget and sometimes consume other school supplies. The school should receive some compensation for this.

Proposed action.

There is no money in the internship pot to compensate for this. We will remind interns to seek permission and to use school resources with discretion. Co-operating teachers could be asked to monitor this where it is a problem.

14. B.Ed. (A.D.) Interns

A. Recommendation

Initially, interns often lack background and orientation toward teaching. After some weeks in the school, they eventually get "on track.".

Proposed Action.

This problem mainly pertains to those in the secondary program who are in the College of Education for one semester before internship. Absorbing a great deal of material in a short time period creates some frustration and gaps in their understanding of the complex task of teaching. They do, however, have an opportunity to take a methods class in their major and minor, make some lesson

plans and a unit plan, and practice in a few peer micro-teaching sessions, in addition to spending one week in a school. Hopefully, this one semester crash course will be eliminated in the proposed teacher education program.

15. Withdrawal of Poor Interns

A. Recommendation

College supervisors need to withdraw interns who are ineffective teachers.

Proposed action.

College supervisors are prepared to play their role in counselling students out of the internship when necessary. At the very minimum, this process involves three people-intern, co-operating teacher, and college supervisor. Students who are being withdrawn from internship require personal counselling, and college supervisors and personnel from the office of field experiences should meet with them during and after the process. Supervisors need to be continually reminded of their roles and responsibilities when these (relatively few but critical) occasions arise. We need to emphasize the perspective of team work in the supervision process, and the College will continue to fulfil its role in withdrawing interns who perform unsatisfactorily. In these cases, the input from the co-operating teacher is regarded as highly significant. Only in rare instances have the decisions by college supervisors contradicted those of the co-operating teacher.

B. Recommendation

Attention needs to be given to the problem of teachers being summoned before appeal boards to justify failing an intern. This places them under a lot of pressure which should be handled by the College.

Proposed Action.

Part of this problem is lack of communication. Teachers are not called before any board in respect to passing or failing interns. We emphasize that the assessment

of an intern's performance is a collaborative effort, involving the co-operating teacher, college supervisor, and the intern. Under our current policy, if any one of these three main participants are not satisfied with the final judgment, that person may appeal the decision to the administrative co-ordinator of the program. Subsequent levels of appeal are to the Head of the Curriculum Studies department, the college's committee on academic standards, and the Dean. In nearly all cases, a decision is made at the first level with the teacher, intern, and college supervisor.

In appeals, written information and some consultation usually occurs between the administrative co-ordinator and the co-operating teacher. This information is sent to further levels of appeal. Teachers present their positions personally before the Committee on Academic Standards at the college, but there is no request or need for them to do so. Indeed, the position expressed by the co-operating teacher holds the balance in those few difficult situations which do occur from time to time. We are most concerned to protect teachers from lengthy appeal processes and provide them with support.

We have not had this concern expressed before; however, it raises the question of how teachers feel after working with an unsuccessful intern. Do we give them adequate support? Do we handle the process correctly? A survey of teachers who have worked with unsuccessful interns might be a useful exercise.

C. Recommendation

Involve the principal with at-risk interns more.

Proposed action.

Principals often are involved with such interns, some more than others. The process requires time, and it is possible to involve too many people too soon. However, if early problems do not improve, a point comes at which others help needs to be sought. Every opportunity should be provided for the intern, co-operating teacher, and college supervisor to work things out prior to this.

Concluding Remarks

Continued monitoring of the internship program is essential in our fluctuating professional world. Students are changing demands on teachers. An increasing proportion of experienced co-operating teachers working with unprecedented numbers of interns creates new implications for internship. An increased coordinated offering in pre-internship courses at the college means that students may be entering internship with knowledge and skills which were less apparent in past years; hence, there are implications for changes in the inservice program. Thrusts by the Department of Education in Core Curriculum, CELs, and models of instruction affect internship and mandate continual feedback and analytical reflection from sources in the schools. Input by principals is a significant component of this feedback.

Interns working in schools can be perceived as a liability or an asset. They do mean more staff members to accommodate, additional planning by the co-operating teacher, and a load that is quite heavy in the beginning. Co-operating teachers commit themselves to the time and effort of conferences before and after, data collection, and communication with another teacher in their classrooms.

On the other hand, interns in the school represent an asset. More teachers mean a lower teacher-student ratio. If there is truth in the adage that "two heads are better than one," the exchange of thoughts, teaching styles and methods, and analysis of students' learning and emotional needs results in a higher quality of instruction. No professional inservice program will require greater teacher time, attention, and effort than involvement in the internship program.

The quality of the co-operating teacher will have bearing on the internship. It is, therefore, in the selection of the co-operating teacher where the principal plays a most significant role. The principal is in a key position to know which teachers

possess the qualities which will enable them to be effective with interns. Are they open communicators? Are they willing to share? Are they patient and prepared to accept some imperfections in others? Are they interested in learning new ideas and improving their own teaching abilities? Identifying teachers with these attributes will create an environment in which a beginning teacher can acquire the confidence, knowledge, and skills to become an excellent teacher.